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Course: Applied Theory and research

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Action research can be defined as a process by which practitioners/educators reflect on their practices in the classroom to improve on it. The process is cyclical as practitioners/educators have to constantly reflect on their practices to identify their strengths and weaknesses and use strategies to improve their practices.

While doing student teaching quite recently in a public elementary school in Brooklyn one education issue that caught my attention is the scant regard some students pay to **main content** of lesson on work sheets while paying much attention to drawing and general aesthetic appearance of work sheet. This situation is bought about because of the fact that each child is required to complete certain amount of pieces of work sheet for the month to be posted in the classroom. The teachers need these pieces because if they do not have these to put up in the classroom they will be seem by their principal in a bad light as not doing enough in the classroom. These work sheets have a section on the front for students to draw and colure. Some student will pay more attention to the coloring and drawing if not properly supervised because they want their work sheet to look good when posted in the classroom. Regardless of the teachers instructing students to place the emphasis on the writing some students ignore teachers’ direction and do otherwise. This creates a false impression in the classroom as if students are achieving much when in fact they are not; at the end of the session not much content material is on the sheets. This issue is researchable as both independent and dependent variables can be observed and information from previous research can also be had. Two previous researches that have pertinent information on students’ performance are

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| Susan, M., Brookhart, (1997) A Theoretical Framework for the Role of Classroom Assessment in Motivating Student Effort and Achievement.  Retrieved from <http://ww.eric.ed.gov?ERICWebPortal?search/detailmini.jsp?_nfpb>  [Christopher, A., Wolters](http://www.sciencedirect.com/science/article/pii/S1041608096900151), [Shirley, L., Yu](http://www.sciencedirect.com/science/article/pii/S1041608096900151), Paul R., Pintrich, (1996) The relation between goal orientation and students' motivational beliefs and self-regulated learning  Retrieved from http://.Sciencedirected.com/science/advertisement/left/num/86143/mainCat/general/cat/  The instructional strategies used are Intrapersonal. Visual and verbal/linguistics. Two sources of instructional strategies are Principles Of Instruction: Research–Bases Strategies That All Teachers Should Know. Strategies To Improve Access To The General Education Curriculum. The pros of this imperative issue are students learn to express themselves by writing articles after watching a video presentation or listen to an article read to them or what they have read, the intent of the teachers here is for students to develop the art of writing, to appreciate the importance of proper presentation and to express themselves spatially/Visually. The cons of the issue are students should not be assessed just by work sheets to be displayed in class as students learn by different ways. Students in the lower grades that are learning a concept/issue for the first need to be guided closely in order for them to understand and be able to writ on an issue with clarity. Two widely used educational theorists are Howard Gardner and Lev Vygotsky. Gardner’s theory focuses on the need to expose learners to multiple learning experiences as there are multiple intelligences and learning styles, individuals differ in the strength of these intelligences and in the way in which such intelligence are invoked and combined to carry out different tasks, solve diverse problem and progress in various domain thus learners can express learning in different ways. Mark, K., Smith, (2008) Multiple Intelligence And education.  Retrieved from <http://ww.infed.org/thinkers/gardner.htm>.  Lev Vygotsky scaffolding theory suggests that students learning new concepts should be given adequate support when new principles are being thought to them Support or scaffolding should be gradually withdrawn. Mateo Zeske, eHow What Is Vygotsky's ScaffoldingMateo Zeske has written professionally for over five years, including articles for "High School Sports," the industrial "How to Get Started with a Talent Agency" and community-oriented e-zines. As a filmmaker Zeske worked with production companies Hit It and Quit It, Road Dog Productions and masterminded the series "Bastardized Product." He holds a Master of Journalism from the University of North Texas.  I believe students should be given other activities related to a topic before given a final piece of work sheet to be posted in the classroom. This is just breaking down the task into pieces, by doing this the students are motivated to work towards finishing the final piece and they are learning the main content of the lesson and not just focusing on drawing and coloring My propose interaction is to give students different forms of formative assessment to ensure adequate scaffolding is given and the multiple intelligence approach is used to cater to the needs of the students as a classroom constitutes of students of varying intelligence. I would expose students to different forms of assessment. For example after reading an article to student I would let them do a KWAL chart before writing about the article. Student could be given an article to read. While student are reading I would highlight important or key information from the article to draw their attention. Students could also demonstrate learning by working in groups to do role play, by doing so they learn from each other and this also motivates them  Construct is concept/idea that is not observable and measure directly, but researchers can use qualities specific to a concept /idea to measure it e.g. **student’s achievement** teachers can use test score and other summative and formative assessment to measure students’ achievement. Because students’ achievement is not measurable directly I would measure the dependent variable by setting up a rating scale or check list to measure the percentage of student who are able to complete the final task. |
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